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Name Block

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| CATEGORY | 4 | 3 | 2 | 1 |  |
| Clearly stated hypothesis | Clearly states 4 hypotheses using the correct format. 3 revisions are made as new evidence is presented from the checks.  . | Clearly identifies 3 hypotheses using the correct format. 2 revisions are made as new evidence is presented from the checks.  . | Clearly identifies only 2 hypotheses using the correct format, or the hypotheses are inadequately written. 2 revisions are made as new evidence is presented from the checks.  . | Inadequately/ Fails to identify the main issue/idea that relates to the topic to be explored. Lacks significance. |  |
| Supporting Evidence | Evidence and reasoning are explained for each hypothesis and revision by describing information from checks pulled in each of the 4 rounds. Care is given to explain how each piece of evidence supports the hypothesis. Many details are given. | Evidence and reasoning are explained for each hypothesis and revision by describing information from checks pulled in each of the 4 rounds. However, explanations are lacking details and precision. | Provides relevant examples but not necessarily the best ones to support the development of the student's thinking in connection to the topic/question explored. Tendency towards cliché or surface level support of the hypothesis. | Insufficient or no examples shared in an attempt to offer support for student's perspective. |  |
| Making Connections (CM) | Effectively communicates connections among key points, indicates contradictions and continuities, recognizes cause and effect, consistently demonstrates sound logic. | Satisfactorily communicates a connection among key points, indicates a contradiction or continuity, recognizes a cause or an effect, mostly demonstrates sound logic. | Little connection is made among key points. Lacks deeper development and demonstration of sound logic. | Basically restates or summarizes with no attempt at communicating deeper ideas. Noted lack of sound logic. May even demonstrate faulty reasoning. |  |